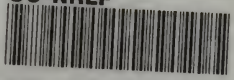


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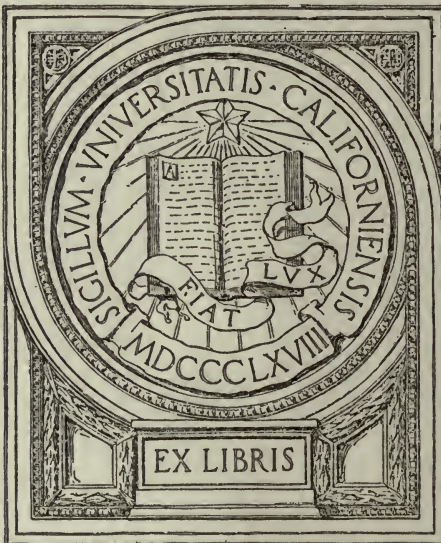
A SYSTEM
OF
*Character Training
of Children*



G. HARDY CLARK, M. D.

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A System of

Character Training of Children

BY

G. Hardy Clark, M. D.



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1921

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70 vol
1990-1990

PREFACE.

The life of the child may be saved to human usefulness through training during the early months of his existence. At his birth he should, therefore, be solemnly dedicated to the highest ideals of service his parents and the public can hope for him. All the forces of his home and of society should then be directed to teaching him those constructive social actions that make for character development.

The steps proposed in this system of training are so necessary to the control of the fundamental conditions affecting social stability that it seems evident the greatest public and private efforts should be concentrated upon putting them into effective operation. The rapidly increasing flow of humanity to the divorce court, jail, juvenile asylum and the insane hospital must be stopped, in the imperative interests of public safety. It is the confident belief of the writer that it can be stopped through the proper care and training of children.

Long Beach, Calif., April, 1921.



Character Training of Children.

Parents are aware that it is not alone what a child knows, but rather what he gladly does, that makes for character, though they commonly fail to use a carefully defined plan to train him in the performance of social acts that are necessary to insure his welfare. The great social diseases, such as lying, stealing, prostitution, cruelty and destructiveness, usually result from bad training, or the lack of training, of the orderly association of hand and brain in the acquirement of character qualities. When this orderly association is properly taught at an early age parents may be reasonably sure that their child will live in peace and harmony with his fellow men.

For the reason that social acts are largely acquired through the faculty of imitation, the greatest care must be exercised by parents to live aright, that the child may be guided aright. Parental disorderliness, including the scowl, the harsh voice, the offensive tone of authority and the quick act of vengeance, are readily copied by the child and immediately become a part of his being. Fortunately, orderly, restrained behavior, the smile and simple courtesy, are equally contagious and readily expand his life into social and physical health. The character of the child is therefore, with few qualifications, a correct measure of the habits of life and the methods of training used by his parents, and society must hold them responsible for the results obtained.

That he may become a good citizen a child must be taught to carefully perform a multitude of social acts that have been adopted by family and community life, and these acts must be repeated by the child until they have become habitual to him. When this stage has been reached he will take real physical pleasure in performing the usual social functions, and will be further gratified by receiving the commendation of his fellows.

HE MUST CARE FOR HIS OWN PERSON AND NEEDS.

The first of these social functions is that he shall care for his own person and needs. If he does not do this he will be a drag and a detriment to all with whom he comes in contact. His brain will fail to develop the qualities of initiative and responsibility. He will not learn the community valuations of time and self-help. If, on the other hand, he is permitted to cleanse and clothe himself as he sees others about him doing, the child experiences the joy of accomplishment. He feels that he is a member of society. He has joined others in the performance of a great social act, and he likes the game. To the child mind the processes of cleansing and clothing himself are full of mysteries and surprises. As he unravels these mysteries and straightens out his physical problems he gradually adopts a system in which his fingers and brain act as one organ. With system comes the saving of time, and thus promptness becomes a habit of mind.

A great fundamental virtue is taught the child by simply permitting him at the earliest possible moment to use his hands and brain in the care of himself. Parents who do the thinking and acting for their children miss this truth. They too often use him as a doll, a plaything, and before they are aware of it the moment passes when the child wants to do for himself to the time when he wants others to do for him. After that moment the natural yearning to be an independent social being will not return in full force. His hand will never be quite so useful nor his brain quite so willing to do a helpful act.

At about the second month the child should have, through the use of his hands and eyes, a few simple lessons in distances. He should be permitted to touch smooth and rough things; soft and hard things; light and heavier

things. At the third month he should readily grasp objects of different sizes and weights held at varying distances from him. He should find his legs, put the feeding bottle to his mouth, and use the vessel. Every touch with the fingers and act of his muscles carry to his brain cells an impression that arouses them to activity and educates them to accomplish some purpose in life. At the age of six months his hands should be familiar with practically all the objects about the house. He should handle curtains, touch pictures, and know the feel of dishes and spoons. He should be given large marbles, blocks and other toys to play with. He should know where the clock, fish-globe, and other objects are located when they are named. This is the age when he should be taught constructive and purposeful movements. He should put out both arms to be taken, and perform other simple co-ordinated acts. Before he is nine months old he should pat-a-cake, wave greetings, kiss the hand, play peek-a-boo, pile one block on another, and find his own teeth, hair and tongue. At this age, also, he should pull off his own shoes and stockings, and know why he is doing it. At twelve months he should seriously assist in dressing and undressing himself, and at fifteen months he should button and unbutton his clothes and properly lay away his shoes for the night. At eighteen months he should have solved the mystery of safety-pins and the use of a pocket and a pocket handkerchief. From the mere art and science of dressing himself he should, when he is two years old, have passed to the stage of sewing on missing buttons and sewing together pieces of cloth. The workmanship will not be neat or serviceable, but he will enjoy the privilege of trying to do these things.

At the twenty-seventh month he should give intelligent help when being bathed, and should wash his hands clean with soap and water, particularly when coming from the toilet. If he has been given full use of his hands they will be very skillful and his mind will be very keen. He will cut out pictures from magazines and paste them into

scrapbooks with accuracy. He will follow his teacher's lead in arranging in the book pictures illustrating a selected subject. At thirty-one months he will cut letters of the alphabet from thin cardboard, and at thirty-four months he will readily arrange them into words of one syllable. And now the child has arrived at the age when he can justly claim the rights and privileges of a citizen who can take care of his own person, for when he is three years old he should be able to take his own bath, dress himself and brush his teeth in a workmanlike manner. At night his shoes will be placed side by side near the bed, and his clothes will be systematically hung upon a chair, where they will be properly aired and protected from injury.

As a result of performing the necessary functions of life in an orderly way, the child will have an orderly mind, which, once established, will never become really disorderly. And all this will be accomplished through play. It will be the result of the fun of copying his parents; of standing or sitting beside them, and sharing with his fingers the things they do with theirs. This is the real secret of the joy in a child's life. It is to share life on equal terms with others. The face of the trained child is full of eagerness and sureness of himself. His arms and hands will not hang listlessly from his shoulders, for every muscle in them is trained and tensed by healthful use. His fingers will look as if they could do things, and they can do things. He is up to the grade of a trained child of his age. He is not thirty-six months old, chronologically, and but eighteen months old in character training. He has passed through his kindergarten and grammar-school stage of training in the care of his person and needs, and is keen for what his parents have next in store for him. Parents who have neglected the early education of their children have forever lost invaluable opportunities. With intelligent training such children may be brought up to grade, but the neglected brain cells will never be quite what they would have been under happier conditions of development.

HE MUST RESIST TEMPTATIONS.

When and how should a child be taught self-restraint? He certainly should not be permitted to follow impulses that will lead him into acts that are harmful to himself and to others. He must be so taught that he will control his many and often vaguely understood impulses, and make them his servants. He must learn that there is a time for exercising each of his different functions, and that he must control impulses to abuse them and to use them out of season. All this is best accomplished in earliest childhood by training his system to regular habits. He should be fed at exact periods of time. He should be required to rest at hours suited to his age. He should be bathed, and his bowels should be moved at properly selected times. He should hear quiet, orderly voices, and see quiet, orderly persons about him. Orderly habits established in this way insure the nervous stability and systematized mental restraints that are necessary to good citizenship.

If the child has always been fed at regular intervals he will not care to eat between meals, and, though he may see others doing it, his training in physical orderliness will act as a restraint from doing as they do. It is true that he will be tempted by their example, and he may fall. But behind that moment of temptation and loss is a long line of orderly actions, of rhythm, of built up restraints. These are true character qualities, and they may be relied upon to help him to abstain from this and from other injurious practices, and to put him upon his moral footing again when he has failed. As a matter of fact it is not difficult to teach a normal child that he shall not eat between meals. After the parents fully determine to carry out this plan, the results are practically assured. When the untrained child comes home from school, clamoring for a piece of pie or a slice of bread, he should be given a glass of water to quiet his mental and physical discomforts, and then he should be encouraged to live on in the calm certainty that he will not starve before the hour of supper.

The parents should not compromise by giving him an orange, a cookie, or a glass of milk, for in doing so not only would they do the child a physical harm, but they would also fail in a great moral duty to him. When a child has come to easily and habitually refrain from eating between meals, he has generally acquired sufficient will power to refrain from rich and indigestible food at the table when told he should not have it. This acquired will to resist eating at wrong seasons permits the child to pass peanut and popcorn stands, and candy shops and soda fountains, without a thought of falling from grace. He is also not an easy victim to the social vices and unrestrained desires of weaker child and adult companions. He will carry home for the family table presents of candy and food given him by neighbors, and they will learn, in time, that it is not fair to urge these things upon him. And so, as he grows stable, his parents will acquire greater confidence in him, and he will acquire greater confidence in himself. The doing of these seemingly small daily duties in an earnest and correct way will lead to an earnest and correct way of taking up the larger responsibilities of life. And the parents, as they teach, will also learn.

HE MUST HELP MAINTAIN THE HOME.

As primitive man developed social qualities he accepted certain duties toward the care of his family. He had to establish and maintain a hut or cave. He had to share its advantages with his family, as well as his proprietary interests in it. This meant that, eventually, every member of the family had to contribute toward keeping it habitable and clean. Any one who failed to fulfill these requirements in fact and in spirit was not a good social factor in the home, nor could he extend real social culture in his community. As the ethical and sanitary requirements increased with social development, the home finally became the sure center of human culture and refinement, the school of right living.

It is evident, therefore, that the child should be filled

with the knowledge that his shelter and all that is in it belongs to the whole family, and that all should share equally in caring for it. The parents should say to the child, "*Let us sweep the floor,*" "*Let us dust the furniture,*" "*Let us pick up the litter,*" "*Let us wash the dishes and put them in the cupboard.*" The spirit of co-operation and the sense of equal responsibility is wholly lost when the child is coaxed, directed, ordered, or hired to do anything in the house or about the premises. Housekeeping is a pleasure when father, mother and child work together. It is an interesting game to children whose parents have not forgotten how to play. When the child is fourteen months old he should be given a cloth with which to help his parents dust the furniture. The cloth should be his individual property and should be kept where he can reach it. A little flour may be put on rounds of a few chairs at first, so that he will readily see the object for dusting, and then he should be permitted to join the family in its daily work of cleaning house.

At fifteen months of age he should be regularly commissioned to carry glasses of water to and from the table, and to help wipe splashes of water from the floor. As in the whole system of training, these things should be done by team work in which the child is a trusted and important member. However it is evident that he should not be made more important and conspicuous than others, for then the spirit of equal community service is lost, and training may easily degenerate into a show of smartness, a mockery and a joke.

When two years old he will voluntarily pick threads and bits of paper from the floor and put them into the waste basket, for at this age he will have fully caught the spirit of orderliness and service. At twenty-seven months he should be permitted to wash a few dishes, and at thirty-one months he may be trusted to pick over beans, break spaghetti and do similar work. When the age of four years is

reached he will be helping with intelligence and skill in all parts of the house.

There need be no fear that the child will be overworked by this process of training if the element of drudgery is never permitted to enter into the game. He will not be overtrained, for he is not likely to greatly excel his teachers in efficiency. He will not be too courteous, for the atmosphere of his home will, with extreme infrequency, permit of overgrowth in that respect. The parents' best efforts in service, cheer and love may therefore be freely expended in systematic character building without a thought of getting results beyond those that are in every way healthful to the normal child. His judgment should at all times be given respectful attention, and experimental efforts on his part should be encouraged in so far as they do not interfere with the general scheme of co-operative work. The right to private opinion should be carefully guarded, and the privilege of independent action should be guided rather than suppressed and overruled by force of authority.

HE MUST RESPECT THE PROPERTY RIGHTS OF OTHERS.

A child that is taught to share labors fairly with his parents acquires practical knowledge of social justice. He comes to respect labor for what it really is, for he earns his rewards of commendation and satisfaction with his hands, and is considerate of others who also secure in this way the fruits of their labors. And thus it is that he will not beg, tease or cry for money that is not due him, nor will he forcibly take a toy or other property from a playmate who justly holds it. Never having practiced other than equal justice, he will not be disposed to acquire property through unfair trades or by playing unfair games. In the acquirement of property, primitive man knew only the law of the club. It was after a long period of time that he finally acquired a fair appreciation of the equal rights of others, and this through common toil with them, and through sharing their reverses as well as their successes.

HE MUST BE TAUGHT THE USES OF MONEY.

In establishing the sense of the collective family responsibility in the home, and in apportioning the expense of maintaining it, it is highly desirable to impress upon the mind of the child the interest all must take in the money that comes into the home for family use. He should know that this does not belong to one member of the family or to any group in the family. It belongs to all alike, and a part of it should be divided among them in proportion to the needs of each, and the remainder must be conserved for the interests of all. The amount allotted to each child should be handed to him at a fixed time each week. If he is given three pennies he should put one into his bank. Another penny he should expend upon his family and friends, or give to some organized service or charity. The third penny should be reserved for some useful personal expenditure. His allotment should be made larger as his needs increase, and should be proportioned to meet the requirements of his expanding life.

In the expenditure of money for toys and clothing the child should be given a very large latitude for the exercise of his judgment. Mistakes in purchasing are unfortunate but have, after all, a high educational value, and when they are made in early life with small sums at stake the child may get much information for a small outlay of cash. It is not impossible for a child of five years of age to be a very clever buyer of the small family necessities if he has been taught the values of things at the market. When he buys toys and clothing for himself with money he has saved for these purposes, he will not only use care in the selection of them, but he will value and protect them afterward. The parent who carelessly gives toys and clothing to his child very seriously impairs the latter's appreciation of values, and may utterly destroy it. If this is done to any child he will in time do harm to the community interests, for they are directly opposed to the careless spending of money and to wasting other forms of property.

HE MUST ACCEPT RESPONSIBILITY FOR HIS ACTS.

The way has been long and hard which man has traveled toward the ready acceptance of responsibility for his acts. He is still prone to put the blame for his own accidents, mistakes and misdeeds upon inanimate objects, and upon his wife, his child, his neighbor, his government and the unkind disposition of providence. It is because of his own imperfections in this respect, perhaps, that he is a poor teacher of children in the value of frank confession and the exact statement of a personal error. The fear of disapproval or of actual corporal punishment is the real incentive of the child to postpone telling of articles he has broken or lost, and even to deny his fault altogether. The same reason may incline him to deny his misdeeds, his accidents and his really mischievous acts. If the mind of the parent itself were free from this primitive crookedness, if he were wholly frank, it would seem that the clean and normal minded child would be glad to go to him for consolation and for helpful advice, and that he would get it. That the child does not as a rule get it, is a most serious reflection upon the unpreparedness of parents for receiving the confidence of children.

HIS DRESS AND ORNAMENTATION MUST CONFORM TO SOCIAL USAGE.

Social usage has always controlled and directed dress and personal adornment. It has forced the recognition of clothing as being distinctive of the mentality and pursuits of the individual. With quick resentment or cynical amusement society punishes the overdressed and the underdressed citizen. It points with disdain to immaturity or vulgarity in a silk hat, or in satin. It requires of its people appropriate clothing for work in the soil and in the shop, and clean clothing for the clean home. Modern social usage permits but it does not sanction, feathers and face paints, trinkets and flashy colors, perfumes and more obvious sex lures in men and women. It recognizes, and is quite ready to proclaim, that these reversionisms from the normal standards in dress and ornamentation distinctly lower the moral tone of the wearers and taint the social organism.

Education of the child, therefore, in the proper clothing and ornamentation of the body is of prime importance in character development. He should be taught the uses of pinafores and aprons. He should learn that to change from his better clothing to his play or work clothing at an appropriate time is a social as well as a personal duty. The fond parent should keep steadily in mind the fact that an over-large red ribbon on the head of her little girl will not insure social distinction, nor will the consciousness of it improve the child's intellectual graces. Too often, indeed, the parent dresses her as though she were a doll at the critical moment when, for her own future quiet and peace of mind, she should dress her in a most plain and refined manner.

HE MUST DEVELOP MORAL INITIATIVE.

The social institutions which civilization enjoys have been gradually built up by men and women possessed with moral or constructive initiative. They have promoted that which was socially good. They have expended efforts in a systematic way to establish ideals of life in the minds of their fellows. It is this spirit of constructive work that the child should be taught. He should have constantly in his mind the fact that he and his parents are dealing with ideals of domestic helpfulness and harmony, and he should be permitted to lead, as far as is possible, in carrying out these ideals. He should be encouraged to play games in which evil characters do not occur; in which there is no killing, punishing, lying or deception. He should be fair, permitting his playmates all the rights in the game he claims for himself. Any tendency he may have to be unfair, to tease other children or to have trouble with them may be best corrected by prescribing for him vigorous supervised games. The kindergartens and grade schools furnish such play. Systematized games such as hand ball, basket ball, base ball and foot ball are of especial value. Here he will be taught self restraint, and to respect the rights of his fellows. Having finally learned to control his tendency toward personal gains at the sacrifice of the interests of others he can successfully play in games where the general good of the team

is of the first importance. When he has mastered this as well as the principle that all social acts promote the good of individuals only when the general good is also advanced, he is in a position to exercise true moral initiative. He may now with safety be given charge of the work and play of other children, with assurance that he will improve rather than debase them.

HE MUST VALUE TIME.

A child's valuation of time is directly related to his practice of social observances. If he has not been trained to have active constructive relationships with his fellows, the passing of a minute, an hour or a day will have little significance to him. However, if he is a cog in the steadily moving world of activity, the passing of a minute, an hour or a day becomes a matter to him of the greatest importance. If he is untrained he will have periods of apathy, or of ineffective restlessness. He will loaf on his job and waste time in useless conversation. He will be observed to sit in the midst of dust and litter, awaiting a more favorable moment to clean up the place. Time to him means postponement of action. Urging such a child to activity is of little use if he is not connected up with the social units of his household. There is no short cut to the establishment of character qualities, for they exist only in a mind made orderly by systematic training in social duties.

HE MUST POSSESS NERVOUS STABILITY.

The most apparent manifestations of nervous instability are lack of ability to work and play in an orderly, patient way; inability to finish one thing before beginning another; dissociated actions; actions based upon anger and other unstable mental states. All of these are very greatly improved by the pleasureable use of the mind and muscles in directed work and play, and when this is carried out in a stimulating, orderly way it becomes the prime factor in conserving and building mental and physical health.

Facial and ocular expression is intelligible and of tremendous value to the parent as a guide in training children

in nervous stability. Even the least keen observers recognize expressions of fatigue, annoyance, vexation and anger in the face of the young child, and should be warned by these outward manifestations of mental distress and disorder that steps must be taken to control them. If this is not done nervous instability will certainly gain a greater or less ascendancy in the mind, and its ascendancy will be read in the face as readily as it is observed in actions. These unsocial mental states, as unhealthy to the afflicted individual as to society, must be recognized in their earliest manifestations and be supplanted by the substitution of cheerful, helpful acts.

To simplify the summing up of the facial expression of her child the parent should record the values of his social acts in the schedule given on pages twenty-six to twenty-eight, and identify the grouping of facial muscles that corresponds with the rating accorded the child in each section. When that is done she can safely sum up in the face his percentage value as a social factor. In the actual scoring of the child this, the tenth section, always closely approximates ten per cent of the total score. That is, if the child's social or character score totals forty per cent the score of the section will be four per cent, while if his total score is eighty per cent his facial and ocular expression will be eight per cent.

APPLICATION OF THE METHOD OF USING THE POSITIVE OR OBJECTIVE METHOD OF CHARACTER TRAINING.

The method of using the positive or objective method of character building can be illustrated by answering a few of the questions most commonly asked by parents. One of these is usually

"How Shall I Teach My Child to be Orderly?"

He should have an individual hook for his hat and outer garments, where he will always hang them when he enters the house. Each other member of the family must likewise have and use a place for his wraps.

He should be permitted to dust the furniture, in co-operation with others, in the manner described on page thirteen. He

should use an individual cloth for wiping splashes of water from the floor or furniture. In these exercises he should not be required to act as though performing a duty or as a punishment for carelessness, nor should he be reprimanded for inferior workmanship, for these would seriously affect the spirit of play that is essential to successful training.

After scattering a few bits of paper, a spool or two and several other articles about the room in the child's absence, he should be invited to help the parent pick them up and carefully put them in their proper receptacles. The parent should help the child pick up his own toys, in the invariable spirit of play. After this plan has been practised for a short time an untidy floor will not be tolerated by the child.

A tactful story used at the right time will make a most lasting impression. If, for example, the child has followed the lead of others and has thrown his shoes carelessly on the floor when getting ready for bed he may be quickly taught to be orderly with them by telling him that they are distressed by being separated at night. He may be told that the little shoes have been so busy during the day that they could not visit with each other, so if they were placed side by side, heel and toe together, at night they might by some means, when everybody is asleep, tell each other of where they have been and of what they have done during the day. It is an interesting fact that after a mother has told this little story to her child she will not thereafter be inclined to throw her own shoes widely apart when retiring.

The hands of the child should help those of the elders in arranging the pepper and saltcellar, sugar-bowl, cups, spoons and other tableware on the table and shelves, in an orderly and pleasing manner. This game may be accompanied by a little story relating to the comfort and pleasure of the articles being clean and carefully arranged. No harm comes from giving objects with which a child deals, a proper individuality and the dignity of a limited sensibility. A recital of these adds vastly to a sense of personal responsi-

bility that is necessary to orderliness. Another question that is commonly asked is

"How Shall I Teach Him to Use Care in Handling Breakable Objects?"

From the third to the ninth month he should be carried about the house daily, and be permitted to handle curtains, window-glass, the fish-globe, clock and scores of other objects in the home. His hands should become familiar with the qualities of hardness and roughness. His faculty of measuring distance through the use of the eyes and muscle sense should be keen before he is able to walk. As soon as he becomes fairly secure upon his feet he should be trusted to carry dishes containing a little water to and from the table, and as his skill increases the vessels should be more completely filled. At this time, also, he should be given games such as that in which sticks are fitted into holes to make wheels, beads to thread and buttons to sew onto cloth. Delicacy and accuracy of touch resulting from the systematic association of hand, eye and brain will insure him against awkwardness and the reckless handling of fragile objects. The brain must be made a storehouse of actual experiences that result from the careful, helpful use of the hands. Such brain-controlled hands can be safely relied upon to touch breakable objects. However, the most important question is

"How Shall I Teach My Child To Play?"

The answer to this is identical with that which would be given the question *"How Shall I Teach My Child To Work?"* as play and work are, for all the practical purposes in training, the same. The word play-work might be coined to cover the activities of the child. This combination should be thoroughly understood to enable the teacher to keep drudgery out of the life of the child, for this is a drag to happiness and healthful functioning whenever it is permitted to occur.

When he is sixteen or eighteen months old the mother should provide both the child and herself with blunt-pointed scissors, a paste tube and some colored papers. She should sit on the floor or at a table with him where she will permit

him to copy her in cutting the paper into strips and pasting them into old magazines. The simplest figures such as crosses and squares should be attempted at first. At two years of age the properly trained child should be able to form letters with the strips. When the mother mends a dress or sews buttons on clothing she should equip her child of two and a half years with the cloth, needle and buttons necessary for him to play the game of helping her with a needle. She should invite him to assist in making the beds, and see to it that this pleasure is as fascinating to the child as that of building houses and pens with blocks. She should let the child help prepare food for the table in the same spirit, and with the same interest, she would take in "playing school" with him. Through all this she should constantly avoid the appearance of being the leader of play-work. She should be quick to appear, at least, to follow the child's suggestions. His "let us" do this should receive prompt consideration in order that his initiative shall be preserved and developed. The mother who is always one step ahead of her child in doing the necessary work of the home may become a very efficient housekeeper, but she will miss the equal and sweet companionship of her child, and will surely dwarf his value in his later dealings with her and with his fellows.

It is very certain that if a child is treated as though he were an honored adult guest in the home, if he is shown the consideration in word and act that is due him, he will repay his parents in gentleness, kindness and social efficiency. If, on the contrary, parents use him as a plaything, force him to kiss, shake hands and make pretty speeches, he will very naturally resent the indignities and express his distress by frowns, petulance and efforts to escape from his tormentors. The normal child wishes to be treated in the manner and tone of voice in use between his adult companions, and he will readily make trusted friends with those who are wise enough to recognize this fact. Silly artificialities of voice and actions are absurd and harmful when addressed to any human being, young or old.

Team work in the domestic service of the home permits of the development of system and generally makes it possible to avoid a depressing sense of drudgery. If the children are steadily encouraged to say "let us" clear the table, "let us" wash and wipe the dishes, "let us" make the beds, "let us" hang out the clothes, "let us" dust, etc., a spirit of cheerfulness will prevail. If the parents will use their hands and minds at this play-work on equal terms with their children the game of family life will be staged on its highest levels. Never should a child be paid or otherwise rewarded for doing a domestic service, nor should a special task be given him when it is possible to make the play-work the business of the team, or at farthest cheerfully interchangeable among them. Rivalry for the honor of being the next to do a certain duty is easily stimulated, and can at times be used to advantage by a wise parent. However, its use is so full of grave dangers that it is generally better to quite ignore it as a factor in child training.

When toys are used in the home, or are carried by a mother and child when visiting at a neighbor's house, it is better that they should be of a kind that can keep the hands of two or more children busy at the same time. Separate games for each of several children playing in one room are not very successful.

When children quarrel, or scold, or become dictatorial in their game the parent should not admonish them from afar, separate, or punish them, but she should take seriously to heart the fact that she has not done her whole duty to them until she has joined the game and remained in it until the right social spirit between the children has become re-established.

Teasing, even in the lightest play, invariably leads to bad mental habits in the child. The parent who indulges in this vicious pastime injures his usefulness to his child and starts a destructive mental fault in the household that at once gets beyond his control. The child promptly passes this insult to right human relationship to everything and everybody about him. It vitiates his affection for his dog,

cat, doll and blocks. If teasing is persisted in the antagonism will grow to a point where it will be visited upon the parent in harsh words or even by a blow. When a child is seen to scold or whip his doll it seems plainly evident that he has experienced or witnessed inexcusably harsh, ill advised treatment.

When the play in which the untrained child is interested conflicts with an evident duty, the parent is often at a loss to know how to act to the best advantage of the child. For example, the boy may not want to leave his play to eat his dinner. At the table he may be too excited to eat properly, and later he may cut short his meal to get back to the game. The trained child will, in this case, play not less eagerly than the untrained child, but his established habit of assisting the parents to put the dinner on the table and to clear it off afterward will operate to steady his mind and quiet his bodily functions for his meal. It may be confidently stated that no child can be so rushed for time that he cannot join the other members of his family in carrying at least one dish from the table at the end of the meal. For obvious reasons, if a child is to carry out but one dish it should not be one he has been using, but rather one used by another member of the family.

The Education or Reformation of an Individual should be carried to a point where social acts become automatically performed under the ordinary stimulus of family and community life. Under special conditions and surroundings, a partially trained child may perform acts worthy of high commendation, and may even establish for himself a good social grade or rating which, under other circumstances, he will be unable to attain. A repetition of good acts will finally establish themselves in his habit of conduct, insuring dependable social reactions. However a complete score of the ten sections into which character training is divided in this system will be needed to disclose the permanence of the social habits as well as the degree of orderliness of the individual. If, for example, five of the ten sections are found to be entitled to a high score, and the

other five must be given a low score, it is certain that there is in that person a serious instability of character due to a lack of coordination of the social qualities. Steady, dependable action cannot be expected here. When, however, all of the character qualities approximate a high common level, steadiness of conduct should be looked for with considerable confidence. As a matter of fact the chart of a normal child in training always shows that the irregularities in character qualities disappear in a very satisfactory manner.

The Scoring of Character Qualities should cover all the objective social manifestations of the child. It is evident no score can be made for other than an act that affects society. It must be seen, and it must have a measurable quality. The observer should be able to say the act that is being judged is, from its performance as a social factor, perfect, excellent, good, fair, poor, bad or very bad. For convenience, perfection in each of the measureable social acts is evaluated at ten, as is also each of the ten sections.

SOCIAL OR CHARACTER QUALITIES SCORE OF CHILDREN OVER FOUR YEARS OF AGE.

The score for each of the inquiries in the ten sections given in the schedule should be set down as follows:

Where the daily performance of the child is continuously *perfect* he is given a score of 10; *excellent* 9 to 10; *good* 8 to 9; *fair* 7 to 8; *poor* 6 to 7; *bad* 4 to 6; *very bad* 0 to 4. Where no score is practicable as, for example, where a score has previously been awarded to cover the act in question, X is given.

To find the score to be given a section, the amounts awarded the inquiries in that section should be added together and the sum divided by the number of scores recorded. For example, if the scores of the inquiries in the section were 7, 4, 0, X and 5, the total award would be 16. This divided by four makes 4 as the score to be given in the section.

The child should be examined in the presence of a parent

or other person who is intimately acquainted with his social life.

SCHEDULE OF CHARACTER QUALITIES.

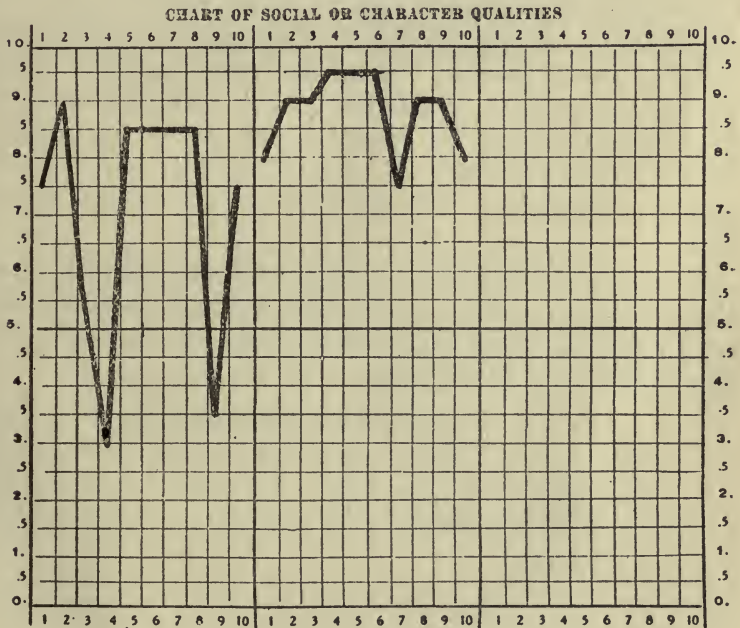
	Perfect Score.	Score.
1 <i>To what extent does he care for his own person and needs?</i>	10	5.6
Does he completely dress himself in the morning? <i>B 5.</i>		
Does he bathe himself, <i>F 7</i> , care for his finger nails, <i>B 4</i> , teeth, <i>B 6</i> , hair? <i>G 8</i> .		
Does he mend his own clothing, — <i>X</i> , sew on buttons, — <i>O</i> , neatly lace shoes, <i>G 8.5</i> , keep them clean, <i>B 5</i> , correctly hang up his hat and wraps? <i>B 4</i> .		
Does he carefully arrange his clothing and shoes when he goes to bed? <i>P 6</i> .		
Does he keep his clothes drawer in an orderly fashion, <i>B 4</i> , his dressing table, <i>P 6</i> , his clothes closet? <i>F 7</i> .		
Does he feed himself properly and in a neat manner? <i>G 8</i> .		
2. <i>Does he abstain from harmful foods, habit-forming drugs and injurious practices?</i>	10	8.25
Does he successfully resist temptation to eat food between meals? <i>F 8</i> .		
Does he eat candy when told not to do so? <i>G 8.5</i> .		
Does he obediently abstain from food he knows to be rich and indigestible? <i>G 8.5</i> .		
Can food and attractive articles be safely left within his reach? <i>G 8</i> .		
3. <i>To what extent does he share in the household duties?</i>	10	4.8
Does he assist in the household duties immediately after dressing in the morning? <i>P 6</i> .		
Does he help at the table, <i>P 6</i> , wait upon the table, <i>B 4</i> , clear off the table? <i>B 4</i> .		
Does he wash and wipe the dishes? <i>V. B. 4</i> .		
Does he place the plates and other tableware in the cupboard in an orderly manner? <i>V. B. 2</i> .		
Does he prepare food, <i>V. B. 4</i> , cook food? <i>V. B. 4</i> .		
Does he make beds, <i>V. B. 4</i> , dust furniture, <i>B 6</i> , sweep? <i>B 6</i> .		
Does he perform out-of-door service for the family? <i>G 8</i> .		
4. <i>How does he obtain money or its equivalent?</i>	10	8.3
Does he beg money of his parents; does he tease or cry for it? <i>P 6</i> .		
Does he forcibly take toys or other property from his playmates? <i>E 9.5</i> .		
Does he obtain property through unfair trades or games? <i>E 9.5</i> .		

	Perfect Score.	Score.
5. <i>His sense of responsibility for family and public property.</i>	10	7.3
Is he saving of food, clothing, furniture, tools, public property? <i>G</i> 8.8.		
Is he judicious in his expenditures when buying his own clothing? — <i>X</i> .		
Is he careful when buying family clothing and groceries? <i>F</i> 7.		
How would he expend five cents, fifty cents, five dollars, or one hundred dollars, if left to his own choice? <i>P</i> 6.		
Does he save money judiciously? <i>P</i> 6.		
Is he helpful to others with his money and other property? <i>G</i> 9.		
6. <i>To what extent does he accept responsibility for his acts?</i>	10	9.2
Does he fail to tell of articles he has broken or lost? <i>E</i> 9.5.		
Does he claim that others are responsible for his own misdeeds or accidents? <i>E</i> 9.5.		
Does he readily confess mischievous acts? <i>G</i> 8.5.		
7. <i>Valuation of dress and ornamentation.</i>	10	8.7
Does he wear clothing suitable to his work; to his play? <i>G</i> 8.		
Does he affect striking colors and contrasts; jewelry? <i>E</i> 9.5.		
Does the girl wear striking earrings, hats, bracelets, ribbons? — <i>X</i> .		
Does she use face paints, strong perfumes? — <i>X</i> .		
8. <i>His moral initiative.</i>	10	9.4
Does he institute and conduct constructive and orderly games? <i>E</i> 9.		
Does he require his playmates to serve him rather than the interests of the game? <i>E</i> 9.5.		
Does he tease and annoy other children? <i>E</i> 9.5.		
Does he have trouble with other children? <i>E</i> 9.5.		
Does he appropriate another boy's ball, boat, or other property for temporary use? <i>E</i> 9.5.		
Does he scold and whip the disobedient doll or pretended scholar? <i>E</i> 9.5.		
Does he abuse cats, dogs, or other animals? <i>E</i> 9.5.		
Are the imaginary characters with which he plays kind; are they controlled by kindness? <i>E</i> 9.5.		
9. <i>His valuation and use of time.</i>	10	7.8
Does he have periods of stupor or apathy? <i>E</i> 9.5.		
Does he have periods of ineffective restlessness? <i>E</i> 9.5.		
Does he loaf, or dawdle, when working? <i>F</i> 7.		
Does he waste time in pointless conversation? <i>G</i> 8.		

	Perfect Score.	Score.
Does he waste time in reading immoral or other destructive literature? <i>F 7.</i>		
Does he neglect family or other social duties? <i>P 6.</i>		
10. <i>Nervous stability; moroseness, flashes of anger, destructiveness, foolish remarks and laughter. Facial and ocular expression.</i>	10	7.9
Does he work and play in an orderly, patient way? <i>G 8.5.</i>		
Does he finish one thing before he begins another? <i>F 7.5.</i>		
Are his ideas logically connected, or are they dissociated? <i>G 8.5.</i>		
Is he irritable and easily angered? <i>F 7.</i>		
Does he slam the door or stamp his feet in anger? — <i>X.</i>		
Does he purposely break or tear objects of value? — <i>X.</i>		
Does he talk foolishly or laugh immoderately? — <i>X.</i>		
Facial and ocular expression? <i>G 8.</i>		
Total, 100%		77.5%

It Should Be Especially Noted that the names of virtues such as sympathy, kindness, patience, gratitude, honesty, etc., have not been given a place in this system. They are receding abstractions that mark the goal toward which character training is directed. Actual scoring and training of character qualities must deal with acts which make toward or against them. A child who scores but forty per cent has the virtues poorly developed. Patience, kindness and honesty are very unstable in such a subject. Another who scores ninety-five per cent is rich in possession of them. The average patient in an asylum for the insane scores only twenty or thirty per cent, the average youth in an institution for juvenile delinquents scores about fifty per cent, and the normal partially trained child scores approximately eighty per cent. It may be confidently stated that a child is not on the way to good citizenship who scores less than seventy-five per cent. If he is deficient in sympathy, kindness, patience, gratitude or honesty he should not be coaxed, hired or scolded to acquire them, but he should receive careful and patient training in the social elements to raise his score above the safety point for correct conduct.

The Score of a Child over four years of age should be recorded in the manner shown on the following chart. The perpendicular lines of figures represent the percentage score of the subject and the transverse lines of figures the sections in which the score is recorded. The chart, Fig. 6, shows two scores of a child of twelve years. The first score totals seventy per cent. The second, made after three months' training, totals eighty-seven and five-tenths per cent.



SOCIAL OR CHARACTER SCORE: Perfect, 10; excellent, 9 to 10; good, 8 to 9; fair, 7 to 8; poor, 6 to 7; bad, 4 to 6; very bad, 0 to 4; no score, X.

	1st	2nd
1. To what extent does he care for his own person and needs?	7.5	8
2. To what extent does he abstain from injurious foods, habit-forming drugs and injurious practices?	9	9
3. To what extent does he share in the household duties?	5.5	9
4. How does he obtain money or its equivalent?.....	3	9.5
5. What is his sense of responsibility for family and public property?	8.5	9.5
6. How does he accept responsibility for his acts?.....	8.5	9.5
7. What is his valuation of dress and ornamentation?	8.5	7

	1st	2nd
8. What is his moral initiative?.....	8.5	9
9. His valuation and use of time?.....	3.5	9
10. His facial and ocular expression, nervous stability, moroseness, flashes of anger, destructiveness, foolish remarks and laughter?.....	7.5	8
Total,	70.0%	87.5%

PLAY-WORK FOR CHILDREN FROM THREE TO SIXTY MONTHS OF AGE.

A Child is Happiest when his hands are busy and when he thinks he is useful. If he is not provided with something to do he will be fretful and troublesome. Parents should always have at hand for him a bit of constructive play suited to his age, to entertain and educate his hand and brain. Toys may be very useful but they are too commonly employed to furnish a cheap amusement for the child.

The Following Games are adapted to children of the designated ages. If they are played happily and regularly with the child it will become the joy of his life to use them in a skilled and helpful way.

At Three Months he should be taught to grasp objects of different sizes and weights held at varying distances from him. He should find his legs, put feeding bottle to his mouth, and use the vessel.

NOTES:

At Six Months his fingers should be familiar with all objects about the room; with marbles, blocks, etc. He should know where the clock, fish-globe

and other objects are located when they are named. He should put out both arms to be taken.

NOTES:

At Nine Months he should pat-a-cake, wave greeting, kiss hand, pile blocks, find own teeth, hair, tongue. Pull off shoes and stockings.

NOTES:

At Twelve Months he should cover face when playing peek-a-boo; put shoes and stockings to feet; assist in dressing and undressing himself; dust flour off chair rounds when helping his mother; roll ball with judgment different distances.

NOTES:

At Fifteen Months he should carry glasses of water to and from the table; help wipe up splashes of water from the floor; dust and sweep with individual cloth and broom; button and unbutton clothes, and properly lay away his shoes.

NOTES:

At Eighteen Months he should help set and clear off the table; wipe a selected dish or two; paste strips of paper to make squares and crosses; unpin safety-pins in clothing; unbutton and pull off shoes and stockings; use handkerchief and replace it in his pocket.

NOTES:

At Twenty-one Months he should cut strips of paper with blunt-pointed scissors, and paste them on pieces of pasteboard to make crosses, squares and triangles; cut pictures out of papers and paste them into books.

NOTES:

At Twenty-four Months he should string beads with needle and thread; select colors of beads with accuracy; sew buttons on cloth; stitch pieces of cloth together; voluntarily pick up broken beads, etc., and put them in the waste basket.

NOTES:

At Twenty-seven Months he should wash his own hands clean with soap and water, particularly after coming from the toilet; help with bath; wash selected dish or two; paste strips of paper on cardboard to make appearance of picture frame; cut picture from book and paste accurately.

NOTES:

At Thirty-one Months he should be able to cut strips of paper and paste on cardboard to form As, Xs, Ls and Hs, and should know name of each; pick over beans, break spaghetti and do other similar work in a trustworthy manner.

NOTES:

At Thirty-four Months he should fold paper to make hat; fold paper from which to cut out the round letters of the alphabet; cut out Cs, Os, Ds, etc., and know their names; paste letters on cards to form words of one syllable.

NOTES:

At Thirty-six Months he should take bath; brush teeth; build sightly houses with building blocks; cut out pages from wall paper to make scrap-book and fold and sew them together; paste pictures into scrap-book with good understanding as to appropriateness of subjects; nail pieces of lath together to make squares and triangles; draw crude picture of house, and round human face.

NOTES:

At Forty-two Months he should do decorative work with brass-headed tacks, and with colored paper on pasteboard; put together mechanical toys.

NOTES:

At Forty-eight Months he should help wash and wipe dishes; help to do chamber work; weave and knit.

NOTES:

From Fifty-four to Sixty Months he should help mix cooky dough, custards and bread, and assist in baking them; prepare vegetables for cooking; help clean and put away cooking utensils.

NOTES:

A trained child should habitually do all the things that are recorded for a child of his age. If at the age of twenty-one months he regularly does no more than what is done by a trained child of fifteen months he is six months below grade.

It should be constantly in the mind of the parent that she must do with her own hands in the presence of her child the acts she wishes him to perform. Aloofness, directing and criticising will not accomplish results, and they will, if carried far, strain or break the attachment of parent and child. The brain is taught to record and direct social acts through the hands and therefore it is they that must be trained in good citizenship by repeated acts of helpfulness.

MENTALITY AND CONDITIONS AFFECTING ITS DEVELOPMENT.

When Teaching Character Qualities it is frequently desirable to diagram, as far as possible, the total mentality of the child. This may be done by measuring his mental age or intelligence by the Binet-Simon system and graphically associating it with his character qualities. The following plan is of service:

The mental age of the lowest grade idiot should be represented by a circle two millimeters in diameter, that of a normally advanced eight year old child by a circle six millimeters in diameter, and that of a normally advanced person of sixteen years by a circle ten millimeters in diameter.

The social or character qualities of the lowest grade idiot should be represented by a circle ten millimeters in diameter, that of a person whose character score is fifty per cent by a circle thirty millimeters in diameter, and that of a person whose character score is one hundred per cent by a circle fifty millimeters in diameter.

The circle representing the mental age should be placed within the circle representing the character qualities of the subject, and when they are thus diagrammed the relations and proportions will appear as shown in Figs. 1, 2 and 3.

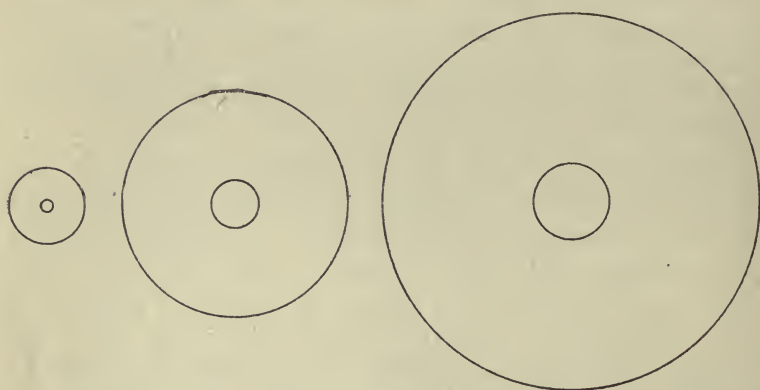
*Fig. 1.**Fig. 2.**Fig. 3.*

Fig. 1 represents the mental age and social qualities of the lowest grade idiot. Fig. 2 represents a mental age of eight years and a character score of fifty per cent. Fig. 3 represents a mental age of sixteen years and a character score of one hundred per cent.

To find the diameter of the inner circle in any given case multiply the subject's mental age by five-tenths (.5) of a millimeter and add two (2) millimeters to make the total. To find the diameter of the outer circle multiply his percentage of character qualities by four-tenths (.4) of a millimeter and add ten (10) millimeters to make the total.

Following this method a child whose mental age is four years and whose character qualities total ninety per cent will be represented, Fig. 4, by an inner circle four millimeters in diameter and an outer circle forty-six millimeters in diameter. When a diagram of this mentality is placed by the side of that of a person of the same mental age but whose character qualities are only forty per cent, Fig 5, the difference between the two is shown to be very striking.



Fig. 4.

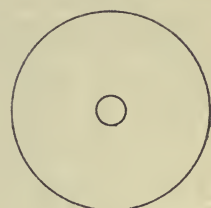


Fig. 5.

The Character Score of an Individual Will Not Improve with training if definite degenerative changes are progressing in the brain. This is a very common observation in asylum practice. Everyone may see in slower progress the gradual reduction of character qualities in the adult who has passed into the stage of senility. Nor can a high score be expected of a child whose mental age is permanently established far below the chronological age. This is illustrated in the Chart, Fig. 7, of a badly trained eight year old child whose mental age is but three years. Her character score totals but twenty-five and five-tenths per cent.

Fig. 8 is given to show by contrast with Fig. 7 the character score of a normal but very badly trained child of eight years. The score, taken about three years ago, is seen to total but fifty-five and five-tenths per cent. Her guardians repeatedly scolded and whipped her for stealing small sums of money and for other delinquencies. Under better guardianship, and with systematic training, her score has been raised above eighty per cent, and she has become a good member of society.

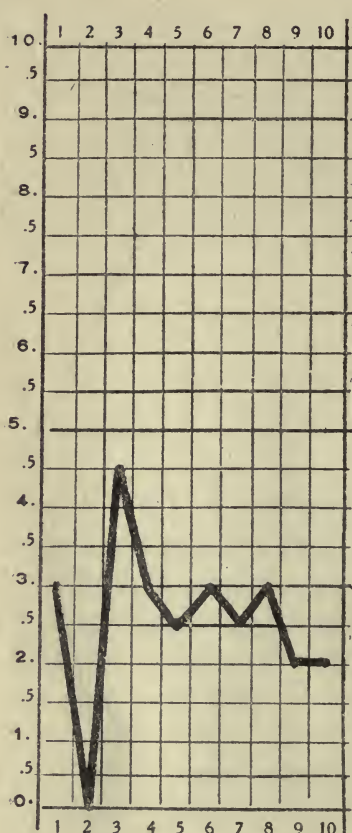


Fig. 7

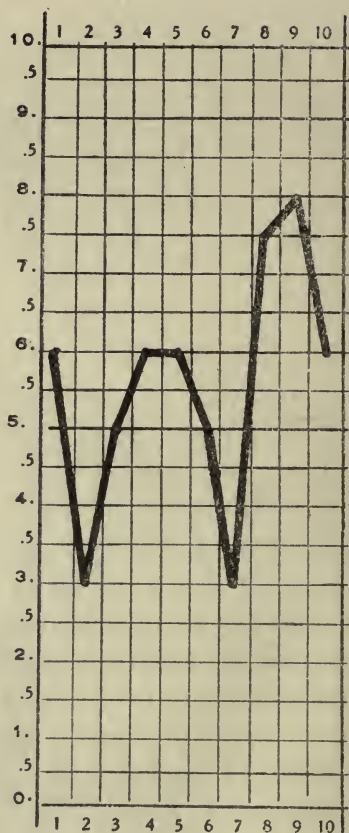


Fig. 8

The total mentality of each of the two children is shown in Figs. 9 and 10.



Fig. 9.



Fig. 10.

There is a Large Number of Children Who do Not Develop character qualities in a normal way because they are handicapped by permanent physical disabilities, and there is a larger number that cannot make proper progress until curable physical conditions are corrected. It is well, therefore, for parents to learn what the trouble is if their child is not responding to character training. It will be found that those that are afflicted by incurable physical conditions are, generally speaking, the idiots, imbeciles, morons, hemiplegics and, often, the hydrocephalic and syphilitic. There are other children that border on this condition, the treatment of whom is more hopeful. They are those whose glandular system is defective or disturbed, in which are included the thymus, thyroid, pituitary and other glands.

Malnutrition, however, is far more frequently a cause for disturbed character development. This includes malassimilation, rickets, badly balanced feeding, indigestion, overfeeding and underfeeding. It is very evident that the function of the brain depends in a large measure upon the quality of the brain tissue, and this most often depends upon the kind and amount of nourishment it gets. For example, a child that is overfed with sweet foods and sweet drinks, and given food between meals, may develop indigestion, with nervousness, irritability, restlessness, and general failure to grow. His brain tissue is poisoned by materials, circulating in the blood, that it cannot use. He is so absorbed by his weak, vexatious self that he cannot develop normal social habits. Another child that is overfed with all sorts of forage will become a coarse digesting machine, with gross, unresponsive fibre both within the skull and throughout the body.

The child should also be examined for diseased tonsils, adenoids and teeth. It should be learned if he is absorbing poisons from these, or from his appendix, intestines or other organs. The parents should assure themselves that he is not suffering from eye strain, bad air or lack of sunshine.

When the physical conditions have been corrected, and it is found that the child fails to make his social grades, it

may develop that he is afflicted with servants or playmates of low character qualities. Or with relatives, especially elderly people, who purchase affection with candy and indulgences. However, the greatest and most common handicap with which a child can be afflicted is impatient, disorderly parents.

For the Practical Working out of the System a score of the home itself should be carefully made and put upon a percentage basis. To accomplish this each item of the *Score of the Home* is given 10 when adjudged *perfect*; 9 to 10 when *excellent*; 8 to 9 when *good*; 7 to 8 when *fair*; 6 to 7 when *poor*; 4 to 6 when *bad*; 1 to 4 when *very bad*; 0 when no score is made.

When *Scoring Remediable Diseases* of the child a full credit of 10 is given for each item where no condition needing correction is found, and 0 where a condition, however slight, that should be remedied is discovered. A sample score of each is given in Chart Fig. 11.

The Nourishment of the Child, as has been previously pointed out, is essential to his mental health, and it is consequently desirable to state some general rules for the guidance of parents in this matter.

RULES FOR FEEDING INFANTS AND CHILDREN.

If The Nursing Child does not gain at the rate shown in the table on page forty-five, the mother's health, habits and diet must be carefully investigated. She must be given a regular, quiet life. Her food should be selected from the list prescribed on pages forty-three and forty-four. She should not take large amounts of fluids, such as tea, cocoa, etc., that make for quantity rather than quality of breast milk. If, despite the greatest possible care on the part of the mother, the child continues to fail to take on a proper amount of weight he should be given all the food he cares for from the bottle after putting him to the breast for ten or fifteen minutes. Under no circumstances should he be given quantities of water to quiet him, or to supplement his food.

The Bottle Fed Baby of normal weight and strength may be given clean raw milk and water in the proportions described below. If, however, he is weak or under weight the proportion of milk must be less than here prescribed.

During the first week or ten days the infant should be given food in the proportion of one-fourth milk to three-fourths water. To this should be added a prescribed amount of soluble malted barley or wheat.

He should be awakened and fed at six and nine a. m., at twelve m. and at three, six and nine p. m. Very young, as well as under-nourished infants may be fed at 2 a. m.

The amount at each feeding and its strength should slowly increase from one and one-half to two and one-half ounces at one week to five or six ounces at twelve weeks of age, and from one-fourth milk to approximately five parts of milk to four parts of water at the third month.

At Three Months of age he should be fed at six and ten a. m. and at two, six and ten p. m. The milk and water should be given in about the proportion of five parts of milk to four parts of water with soluble malted grain as before. Two or three teaspoonfuls of diluted orange or canned tomato juice may be given every second or third day at this age.

At Six Months of age his food should be given in about the proportion of five parts of milk to two parts of water. The strength of the food should be gradually increased from this time until the milk is given undiluted at the eleventh or twelfth month. In addition he may be given, several times a week, just before a mid-day feeding, a few teaspoonfuls of salted, not sweetened, cream of wheat gruel, or of a mild soup made of lean beef or mutton stewed with potato, carrot and spinach. Each should be strained through two thicknesses of gauze. The orange or tomato juice may be continued.

At Eight Months of age a small part of the white of a coddled egg may be given two or three times a week, and a more liberal amount of the foods prescribed above. He

should take about eight ounces of the milk preparation at each feeding.

At Twelve Months of age he should be taking undiluted milk. He may have both parts of a coddled egg once or twice a week, as well as the soup and cream of wheat at the ten and two o'clock feedings. He may also have orange juice, prune juice and the red juice from a broiled steak or a roast.

From Twelve to Fifteen Months, meals at six and ten a. m. and at two and six p. m.

Gradually add the following foods to those prescribed in the preceding sections as the child approaches fifteen months of age:

1. Cream of wheat
Oatmeal
Rice
Zwieback
As milk is diminished add butter to the ration.
 2. Spinach
Fresh green peas
Carrots
Prunes
- } Pass through a sieve.

From Fifteen to Twenty-four Months, meals at six and ten a. m. and at two and six p. m.

At least one portion of food from each of the three groups, 1, 2 and 3, must be included in each day's ration.

1. Milk, from a pint to a pint and a half per day
Eggs
Beef or mutton stewed with potatoes, carrots and spinach; strain.
Custard.
 2. Oatmeal
Cream of wheat
Potato
Rice
Tapioca
Cornstarch
Zwieback with butter
Oatmeal crackers
Whole wheat bread and butter.
 3. Spinach or chard
Fresh green peas
Carrots
Orange
Banana, thoroughly ripe; mashed.
Stewed fruits, such as apples, prunes, pears, peaches, or apricots.
- } Pass through sieve.

From Twenty-four to Forty-eight Months, meals at seven-thirty a. m., twelve-thirty and six p. m.

At least one portion from each of the three groups, 1, 2 and 3, must be included in each day's ration.

As at all ages nothing excepting water should be given between meals.

1. Milk. One to three glasses per day
 - Eggs
 - Beef or mutton broth stewed with vegetables
 - Fresh fish
 - Bacon
 - Cottage cheese
 - Custard
2. Soups
 - Oatmeal
 - Cream of wheat
 - Rice
 - Tapioca
 - Cornstarch
 - Potato, moderately
 - Whole wheat bread and butter or gravy
 - Zwieback and butter
 - Oatmeal crackers
 - Jelly, very moderately
 - Plain cookies
3. Spinach, chopped
 - Fresh green peas
 - Asparagus
 - Carrots
 - Bananas, thoroughly ripe
 - Oranges
 - Stewed fruits, such as apples, prunes, pears, peaches and apricots.

} Mashed

From the Fourth to the Tenth Year, meals at seven-thirty a. m., twelve-thirty and six p. m.

At least one portion from each of the three groups, 1, 2 and 3, must be included in each day's ration.

1. Milk
 - Eggs
 - Beef
 - Mutton
 - Chicken
 - Turkey
 - Bacon
 - Dried beef gravy
 - Codfish gravy
 - Tongue
 - Fresh fish

} One to three times a week

Cottage cheese
Custard.

2. Soups
Noodles
Rice
Potato
Sweet potato
Oatmeal
Cream of wheat
Tapioca
Cornstarch
Whole wheat bread with butter
Zwieback with butter
Oatmeal crackers
Plain cookies
Jelly }
Jam } Very moderately
3. Squash
Asparagus
Spinach or other greens
Fresh green peas
String beans
Tomatoes
Turnips
Beets
Carrots
Oranges
Bananas, thoroughly ripe
Stewed and baked fruits
Apples
Peaches
Strawberries
Melons.

SCHOOL LUNCHES:

Milk, one-half pint
Stale whole wheat bread with butter

Sandwiches:

Minced egg	}	With lettuce when practicable
Minced beef		
Minced mutton		
Minced chicken		
Minced turkey		
Minced bacon		
Minced tongue		
Cottage cheese		
Jelly or jam, very moderately.		

Baked Dishes: Individual

Cereal puddings
Pumpkin
Custard
Squash
Cornstarch
Tapioca.

Fruits:

Apples

Oranges

Bananas, thoroughly ripe.

Cups of Stewed Fruits:

Baked apple, pear or peach

Apple sauce, prunes, etc.

Oatmeal or graham crackers.

Plain cookies.

TABLE OF HEIGHTS AND WEIGHTS OF CHILDREN.

(Issued by the Children's Bureau, U. S. Dept. of Agriculture.)

The asterisks show a method for recording the relative height and weight of the child. In the examples given below the eight month's old child is over weight, and the five year old child is under weight.

Boys		Girls		Boys		Girls			
Age—	Ht.	Wt.	Ht.	Wt.	Age—	Ht.	Wt.	Ht.	Wt.
Birth	20.6	7.6	20.5	7.16	32 mos.	36	30 $\frac{5}{8}$	35 $\frac{3}{8}$	29
3 mos.	23 $\frac{1}{2}$	13	-----	-----	33 mos.	36 $\frac{1}{8}$	30 $\frac{5}{8}$	35 $\frac{5}{8}$	29 $\frac{1}{8}$
6 mos.	26 $\frac{1}{2}$	18	25 $\frac{7}{8}$	16 $\frac{3}{4}$	34 mos.	36 $\frac{1}{2}$	31 $\frac{1}{8}$	36 $\frac{1}{2}$	30 $\frac{1}{8}$
7 mos.	27 $\frac{1}{4}$	19 $\frac{1}{8}$	26 $\frac{1}{2}$	17 $\frac{3}{8}$	35 mos.	36 $\frac{3}{4}$	31 $\frac{7}{8}$	36 $\frac{1}{2}$	30 $\frac{1}{4}$
*8 mos.	27 $\frac{5}{8}$	19 $\frac{3}{4}$	*27	18 $\frac{1}{4}$	36 mos.	37 $\frac{1}{8}$	32 $\frac{1}{4}$	36 $\frac{3}{4}$	30 $\frac{1}{2}$
9 mos.	28 $\frac{1}{8}$	20 $\frac{3}{8}$	27 $\frac{5}{8}$	19 $\frac{1}{8}$	37 mos.	37 $\frac{3}{8}$	32 $\frac{1}{4}$	36 $\frac{3}{4}$	30 $\frac{3}{4}$
10 mos.	28 $\frac{1}{2}$	20 $\frac{7}{8}$	27 $\frac{7}{8}$	19 $\frac{1}{2}$	38 mos.	37 $\frac{1}{2}$	32 $\frac{3}{8}$	37	31
11 mos.	29	21 $\frac{3}{8}$	28 $\frac{3}{8}$	*20 $\frac{1}{8}$	39 mos.	37 $\frac{7}{8}$	33 $\frac{1}{8}$	37 $\frac{1}{4}$	31 $\frac{5}{8}$
12 mos.	29 $\frac{3}{8}$	21 $\frac{7}{8}$	28 $\frac{7}{8}$	20 $\frac{3}{4}$	40 mos.	38 $\frac{1}{2}$	33 $\frac{1}{2}$	37 $\frac{1}{2}$	32
13 mos.	29 $\frac{7}{8}$	22 $\frac{7}{8}$	29	21	41 mos.	38 $\frac{5}{8}$	33 $\frac{5}{8}$	37 $\frac{3}{4}$	32 $\frac{1}{4}$
14 mos.	30 $\frac{1}{4}$	23	29 $\frac{1}{2}$	21 $\frac{5}{8}$	42 mos.	38 $\frac{5}{8}$	33 $\frac{3}{4}$	38	32 $\frac{1}{2}$
15 mos.	30 $\frac{3}{4}$	23 $\frac{5}{8}$	30 $\frac{1}{8}$	21 $\frac{7}{8}$	43 mos.	38 $\frac{3}{4}$	33 $\frac{3}{4}$	38 $\frac{1}{4}$	32 $\frac{3}{4}$
16 mos.	31 $\frac{1}{8}$	24 $\frac{1}{8}$	30 $\frac{1}{2}$	22 $\frac{5}{8}$	44 mos.	38 $\frac{7}{8}$	34 $\frac{1}{4}$	38 $\frac{1}{2}$	33
17 mos.	31 $\frac{3}{8}$	24 $\frac{1}{2}$	30 $\frac{3}{4}$	22 $\frac{7}{8}$	45 mos.	39	34 $\frac{1}{2}$	38 $\frac{1}{2}$	*33 $\frac{1}{4}$
18 mos.	31 $\frac{3}{4}$	24 $\frac{5}{8}$	31 $\frac{1}{8}$	23 $\frac{3}{8}$	46 mos.	39	34 $\frac{3}{4}$	38 $\frac{3}{4}$	33 $\frac{1}{2}$
19 mos.	32 $\frac{1}{4}$	25 $\frac{1}{2}$	31 $\frac{1}{2}$	23 $\frac{3}{4}$	47 mos.	39 $\frac{1}{4}$	35 $\frac{3}{4}$	38 $\frac{7}{8}$	33 $\frac{1}{2}$
20 mos.	32 $\frac{5}{8}$	25 $\frac{3}{4}$	32	24 $\frac{1}{8}$	48 mos.	39 $\frac{1}{2}$	35 $\frac{7}{8}$	39	33 $\frac{3}{4}$
21 mos.	32 $\frac{7}{8}$	25 $\frac{3}{4}$	32 $\frac{1}{4}$	24 $\frac{3}{4}$	*5 yrs.	41.6	41.1	*41.3	39.7
22 mos.	33 $\frac{1}{4}$	26 $\frac{7}{8}$	32 $\frac{5}{8}$	25 $\frac{1}{4}$	6 yrs.	43.8	45.2	43.4	43.3
23 mos.	33 $\frac{5}{8}$	27	32 $\frac{7}{8}$	25 $\frac{5}{8}$	7 yrs.	45.7	49.1	45.5	47.5
24 mos.	33 $\frac{3}{4}$	27 $\frac{1}{8}$	33 $\frac{3}{8}$	26 $\frac{3}{8}$	8 yrs.	47.8	53.9	47.6	52.0
25 mos.	34	27 $\frac{7}{8}$	33 $\frac{3}{4}$	26 $\frac{3}{8}$	9 yrs.	49.7	59.2	49.4	57.1
26 mos.	34 $\frac{1}{8}$	28 $\frac{1}{4}$	33 $\frac{7}{8}$	27 $\frac{1}{4}$	10 yrs.	51.7	65.3	51.3	62.4
27 mos.	34 $\frac{3}{4}$	29	33 $\frac{7}{8}$	27 $\frac{1}{4}$	11 yrs.	53.3	70.2	53.4	68.8
28 mos.	35 $\frac{1}{8}$	29 $\frac{1}{8}$	34 $\frac{5}{8}$	27 $\frac{3}{4}$	12 yrs.	55.1	76.9	55.9	78.3
29 mos.	35 $\frac{3}{8}$	29 $\frac{1}{4}$	34 $\frac{3}{4}$	27 $\frac{3}{4}$	13 yrs.	57.2	84.8	58.2	88.7
30 mos.	35 $\frac{3}{8}$	29 $\frac{1}{2}$	34 $\frac{7}{8}$	28 $\frac{1}{4}$	14 yrs.	59.9	94.9	59.9	98.4
31 mos.	35 $\frac{1}{2}$	30 $\frac{1}{2}$	35 $\frac{1}{8}$	28 $\frac{3}{4}$	15 yrs.	62.3	107.1	61.1	106.1
					16 yrs.	65.0	121.0	61.6	112.0

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SCORE FOR THE HOME

	Perfect Score	Sample Score	Date Score
1. Air: ventilation, crowding, sleeping alone....	10	8	
2. Sunlight in living and sleeping room.....	10	8	
3. Cleanliness of house	10	9	
4. Cleanliness of children	10	9	
5. Cleanliness of clothing, including diapers and bed clothing	10	9	
6. Screens, flies and vermin	10	9	
7. Garbage storage	10	7	
8. Quality of water, of milk and other food— Cooking and conservation of foods.....	10	8	
9. Playmates and environment	10	7	
10. Home training	10	6	
	100%	80%	

DIRECTIONS FOR RECORDING

Head—Too large; too small; asymmetrical. **Weight**—Children under thr without clothing; others in ordinary indoor clothing. **Height**—Without Shoes. Measure at nipple line. **Abdomen**—Measure at umbilicus. **Intelligence**—School idiot; imbecile; moron.

Name of Child				Age			
Shape of Head				Greatest circumference of the head			
Height				Weight			
Chest				Abdomen			
Intelligence							
Name of Child				Age			
Shape of Head				Greatest circumference of the head			
Height				Weight			
Chest				Abdomen			
Intelligence							
Name of Child				Age			
Shape of Head				Greatest circumference of the head			
Height				Weight			
Chest				Abdomen			
Intelligence							
Name of Child				Age			
Shape of Head				Greatest circumference of the head			
Height				Weight			
Chest				Abdomen			
Intelligence							

CHART No. 11

SCORE OF REMEDIAL CONDITIONS OF THE CHILD

1. Eczema or other skin diseases.....
2. Pediculosis or other parasites including those of the intestine
3. Neglected or delayed teeth; decayed, unclean, poor alignment, etc.....
4. Neglected tonsils; adenoids
5. Discharging ears
6. Neglected or infected genitals.....
7. Neglected eyes; infections, vision, etc....
8. Deformities of the spine, feet and limbs....
9. Malnutrition; too fat, too thin, anemic..
10. Other persistent, or recurrent remediable conditions

Perfection 100%
60%

Sample Score

192

192

192

192

192

192

192

192

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